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**TANZANIA**

# 21ST CENTURY BASIC EDUCATION PROGRAM

YEAR 2, QUARTER 3 REPORT

JULY 1 – SEPTEMBER 30, 2012



Contract # CA NO. 621-A-00-11-00007-00

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## Acronyms

ADEM	Agency for Development of Education Management
AL	Agile Learning
CBP	Children's Book Project
DED	District Executive Director
DQA	Data Quality Assessment
DTOT	District Training of Trainers
EGR	Early Grade Reading
EI	Education Impact
ELE	Enabled Learning Environment
EMIS	Education Management Information System
ESR	Education Sector Review
GDA	Global Development Alliance
HIV/AIDS	Human Immunodeficiency Virus/Acquired Immune Deficiency Syndrome
ICT	Information and Communication Technology
IP	Implementing Partner
IR	Intermediate Results
IYF	International Youth Foundation
M&E	Monitoring and Evaluation
MLE	Managed Learning Environment
MOEVT	Ministry of Education and Vocational Training
PMO-RALG	Prime Minister's Office Regional Administration and Local Government
PMP	Performance Monitoring Plan
RC	Regional Commissioner
REO	Regional Education Officer
SIDA	Swedish International Development Agency
SMC	School Management Committee
STS	School-to-School International
TC	Teachers' Center
TMEMS	Tanzania Monitoring and Evaluation Management Services
TRC	Teachers' Resource Center
TTC	Teachers' Training College
TZ21	21 <sup>st</sup> Century Basic Education Program
USAID	United States Agency for International Development
WEC	Ward Education Coordinator

## 1.0 Activity Summary

**Project Name:** 21st Century Basic Education Program (TZ21)

**Cooperative Agreement No:** 621-A-00-11-00007-00

**Timeframe:** January 1, 2011 – December 31, 2015

### Activity Description

- i. Teacher professional development;
- ii. Provision of Information and Communication Technology (ICT) materials and computers;
- iii. Establishing Education Management Information System (EMIS);
- iv. Provision of technical assistance and policy support;
- v. Improvement of infrastructure for ICT use;
- vi. Development and production of e-content and children's books; and
- vii. Capacity building.

**Area of Coverage:** Mtwara and Zanzibar

**Target Beneficiaries:** Pupils, teachers, head teachers, and education stakeholders in Mtwara and Zanzibar

**Reporting Period:** July 1 to September 30, 2012

**List of Monitoring Indicators:** 31 indicators (3 Standard, 3 Context and 25 Customized)

## 2.0 Introduction

### 2.1 Program Description

Funded by the United States Agency for International Development (USAID) in partnership with the Government of Tanzania, TZ21 aims to improve the quality of lower primary education with a particular focus on improved instruction in reading, mathematics and science for higher learning achievement in Mtwara and in the islands of Unguja and Pemba in Zanzibar. TZ21 is a five-year, \$48.9 million dollar program, implemented under the Cooperative Agreement No. 621-A-00-11-00007-00 and awarded to Creative Associates International.

TZ21 is being implemented by Creative Associates International as the prime contractor with international sub-recipients consisting of the International Youth Foundation (IYF), Agile Learning (AL), Inveneo, School-to-School International (STS) and Education Impact (EI) as well as with Children's Book Project (CBP), a national NGO. TZ21 also has five Global Development Alliance (GDA) partners including Microsoft, Intel, Cisco, UhuruOne, and Zantel.

The overarching goal of TZ21 is to provide technical and material support to the Ministry of Education and Vocational Training (MOEVTs) in the Mainland and Zanzibar and to enhance the teaching and learning process using ICT. The program also strives to ensure a meaningful use of educational data by communities, schools, districts, regions and national MOEVTs to enhance decision-making processes leading to and ensuring improved learning in reading, mathematics and science in lower primary education in Mtwara and Zanzibar. As such, TZ21 promotes the new USAID/Tanzania Education Assistance Objective of *“Improved lower primary education for higher achievement in reading, mathematics and science.”* TZ21 will lay the foundation for this by working toward two sub-objectives or intermediate results (IRs):

- (1) *Intermediate Result 1(IR1)*: Strengthened professional development and resource support for schools, Teachers' Resource Centers (TRCs)/Teachers' Centers (TCs) and Teachers' Training Centers (TTCs),
- (2) *Intermediate Result 2(IR2)*: Strengthened policies, information and management systems.

The underlying development assumption is that the quality of instruction for higher learning achievement in reading, mathematics and science is a function of focused interventions on both (i) *quality development* (IR1) through professional development, resources support and use of ICT in classroom teaching, and (ii) *quality assurance* (IR2) through a responsive policy and an informed decision-making process to implement education reforms. In line with these development assumptions, TZ21 is set to provide:

- Focused technical assistance and professional support to primary school teachers, school administrators, students, school supervisors and education officers within the project geographical coverage;
- Improve infrastructure to enhance ICT integration to primary schools and teacher training institutions;
- Provide e-curriculum and other instruction materials;
- Establish an EMIS to improve decision-making processes; and
- Support policy work.

A combination of bottom-up and top down approaches are employed to support relevant interventions to realize anticipated project results and milestones. In the sections that follow, major Q3 2012 accomplishments and TZ21 progress towards achieving the project objectives are highlighted.

### **3.0. Details of Project Implementation**

#### **3.1 Executive Summary**

Quarter 3 marked the end of TZ21's approved Annual Work Plan (July 2011 to September 2012). Find below summaries of main activities by results:

##### ***Result 1.1: Strengthen the Use of Technology in Primary Schools, TRCs/TCs***

This quarter, the main activities undertaken in this result included the continuation of internet installation by UhuruOne and Zantel; ICT technical support and solution design for TZ21's interventions; Inveneo's final image preparation and testing by IPs; development of a content filtering solution design; and field surveys to assess school and TRC/TC readiness.

In addition, because of the decision to realign TZ21 interventions to meet USAID's most recent education strategy which focuses on reading globally, it was determined that IYF's e-content should be adjusted to provide instruction in the five principles of reading (i.e. phonemic awareness, phonics, vocabulary, fluency and comprehension) with a focus on providing long-term resources for teachers.



### ***Result 1.2: Enhanced Teacher Education and Training in Schools, TRCs/TCs and TTCs***

TZ21 continued working with IPs to finalize details of the e-content and basic digital literacy teacher training program in the areas of content, on-going teacher support, and monitoring. Efforts also continued to further develop TZ21's reading training manual.

During the quarter, all Standard 1-4 Kiswahili teachers in Mtwara and Zanzibar (866 schools) were trained in methodology and strategies for improving and strengthening classroom teaching of early grade reading. The training aimed at imparting: (i) knowledge (content and pedagogy) of effective delivery of early grade reading instruction, (ii) teaching using early grade reading teaching "routines," and (iii) practice and application of reading lessons in classrooms using a phonics-based approach.

### ***Result 1.3: Increased Availability of Instructional Resources to Schools***

TZ21, in collaboration with CBP, conducted 2 reviews of the selected supplementary reading materials (i.e. 4 titles, 2 big books and 2 conversation posters) which are now in the final stage of production. CBP also prepared a reading promotion guide that will be used during teacher training on school library management and reading promotion.

### ***Result 2.1: Improve Education Planning and Management System***

In Zanzibar, Agile Learning Master trainers trained local trainers for responsibilities associated with the training of school level personnel on school EMIS. Agile also tested and performed quality assurance of various inputs for school, district, and TC/TRC EMIS solutions for imaging and installation.

### ***Result 2.2: Increased District and Community Support to Schools***

TZ21 built upon the previous quarter's work which focused on (i) assessing school-level policy related challenges in implementing the TZ21, and (ii) building consensus with SMC and other education leaders to strengthen school level guidelines/procedures to integrate TZ21 in the existing management structures. New areas of discussion included the need for the development of procedures and guidelines pertaining to school readiness for ICT installation; ICT use, management, maintenance, and security; use of EMIS; enhancement of the "3Rs," and advocacy of a reading culture.

### ***Result 2.3 Strengthen Policy Support to MOEVTs (Mainland and Zanzibar)***

A one day consultative workshop was held in Zanzibar at the request of the Zanzibar MOEVT to discuss and strengthen the latest version of the "ICT Policy for Education" document developed as a result of Education Impact's work with the MOEVT in Q1 2012. The final version of the ICT policy document will be submitted to the government by the end of the year with the backing of a broad group of stakeholders.

TZ21 continued to participate in Joint Government/Education Development Partners Group monthly sector meetings to provide technical inputs on the PEDP II evaluation and to prepare and participate in the Annual Education Sector Review on the Mainland.

***Other areas of note:***

*Annual Work Plan Review*

In July 2012, TZ21 began the process of reviewing the current annual work plan and planning for the upcoming period of performance. The review process began with a series of consultative meetings held in Mtwara, Zanzibar, and finally in Dar es Salaam. The review meetings involved TZ21 staff, Creative Headquarters staff, Implementing Partners (IPs), Global Development Alliance Partners (GDAs), government counterparts, and the USAID-Tanzania Education Team.

*Stakeholder Participation/ Involvement*

This quarter, TZ21 has benefited from the level of cooperation shown by Mtwara Regional Commissioner (RC), Hon. Joseph Simbakalia. The RC was involved with TZ21 during the Mtwara project launch in June 2012 (Q2), the TZ21 annual work plan review meeting, and follow up meetings with to learn about TZ21 interventions and the educational benefits the project is bringing to Mtwara Region. Thanks to the efforts of the RC, the District Councils in Masasi and Nanyumbu have pledged financial support to renovating TRCs in anticipation of the arrival of ICT equipment.

## PICTURE CORNER



Zanzibar Kiswahili teachers from Kidichi Primary School in a group work exercise to develop phonics-based lesson plans during the training.



Mtwara Kiswahili teachers training



Zanzibar Annual Work Plan Meeting. The Director of Zanzibar Institute of Education (ZIE) presenting during the planning session.



The Mtwara Regional Commissioner-Hon Joseph Simbakalia (standing at high table) addressing the participants during the annual work plan review in Mtwara on 26<sup>th</sup> July, 2012.



The Zanzibar Deputy Chief of Party, Mr. Charles Nonga (third on right), together with SMC members at Mfurumatanga Primary School, assessing school ICT readiness.



"Together we can" -- Mtwara Deputy Chief of Party, Mr. Felix Mbogella, supporting construction work at Mwitika TRC in Masasi.



### 3.2 Progress Report by Results

Quarter 3 (July-September, 2012) ends the annual planning cycle 2011/2012. During the quarter the following activities/deliverables were accomplished:

#### ***Result 1.1: Strengthen the Use of Technology in Primary Schools, TRCs/TCs***

##### *Internet Connection*

During the quarter, TZ21 continued to work with UhuruOne to provide internet connection infrastructure to schools, TRCs, and district education offices. As of September 30<sup>th</sup>, 2012, 12 TRCs, 5 district education offices, 1 regional education office, and 314 schools had internet connections installed in their facilities. The technology being used is mainly 2G/3G/GPRS/GMS infrastructure, with some VSAT and Point to Point connectivity setup.

Zantel commenced with ordering VSAT and Point to Point equipment to complement their 3G and CDMA equipment. All Zanzibar sites have been surveyed and installation is scheduled to commence in Q4 in coordination with the installation of the ICT equipment on Unguja and Pemba.

##### *ICT Technical Support and Solution Design*

TZ21 worked closely with Inveneo during the IPs meeting to discuss specific ICT technical details with IYF, Zantel and UhuruOne. During the meetings the final designs for each of the four interventions (i.e. Mobile Labs, BridgeIT, Fixed Lab, and EMIS-only) were presented in detail. The meeting outcomes included the finalization of the list of prerequisites that a school must meet before it can be scheduled for installation, and coordination of pre-installation activities with Zantel, UhuruOne, and Agile Learning. Also addressed was the need for an accelerated installation timeline. Inveneo finalized both the ICT and power designs for the MOEVT District and Regional offices for district and regional EMIS. These designs were created to meet specifications provided by Agile Learning.

##### *Final Image Preparation*

After all IPs submitted their work, Inveneo started to prepare and finalize images for the Classmate PC laptop and the Windows Multipoint Server. Inveneo provided images to all relevant IPs for testing and approval, and then incorporated feedback received from these partners into successive iterations of the image, which is the normal, accepted procedure.

During image preparation, Inveneo spent significant time working with IYF to correct some errors of accessing e-content. TZ21 decided to deliver new IYF content via USB drives in the future. Therefore, Inveneo was allowed to proceed and complete the image process. The image was completed during this quarter and approved by all technical IPs (Agile Learning, IYF, Zantel, UhuruOne and Kicheko) by September 25. Holistic testing, a complete test of all four ICT interventions, began the following day and will continue into quarter 4.

##### *Content Filtering*

During the TZ21/IPs meeting in July, 2012, Inveneo presented a proposed design for providing content filtering service at all TZ21 school sites. This design uses a combination of two different devices, a Meraki OD/2 router and an Ubiquiti UniFi wireless access point. This design also required Inveneo to determine how to make content filtering work with satellite delivery of internet service, a complicated task for a number of technical reasons. Inveneo collaborated with GDA partner UhuruOne to ensure that objectionable content is blocked from all TZ21 sites regardless of how internet service is provided. Subsequent to design approval, Inveneo set up the Meraki controller server which allows centralized management of internet service at all 922 sites. Centralized management will allow remote troubleshooting and the ability to change internet policies at all sites without the need for site visits. This will greatly reduce support costs.

#### *ICT Quality Assurance/Quality Control*

During quarter 3, Inveneo successfully resolved an issue with the Windows Multipoint Servers in which they did not recognize the keyboards and mice that were purchased as directed by Microsoft. Inveneo continued working with Critical Links (vendor) and J.P. SaCouto (vendor) to ensure proper configuration of the selected ICT solutions to ensure that they are ready for imaging upon delivery.

#### *School and TRC/TC Readiness*

During the quarter, the Zanzibar and Mtwara field offices conducted site visits to the schools and TRCs/TCs to assess readiness for receiving the ICT equipment, supporting the installation process, and managing and utilizing the equipment. In Zanzibar 95.9% of schools (239) were visited on both Unguja and Pemba islands, while in Mtwara, all 75 Managed Learning Environment Schools (MLEs) and a sample of 67 out of 543 Enabled Learning Environment (ELEs) schools were visited. Findings indicate that sites are at different levels of preparedness. From the exercise, priority sites and districts were identified for additional follow up.

#### *Realignment of e-Content Program to EGR Strategy*

Because of the decision to realign TZ21 interventions to meet USAID's most recent education strategy which focuses on reading globally, it was determined that e-content should be adjusted to provide instruction in the five principles of reading (i.e. phonemic awareness, phonics, vocabulary, fluency and comprehension) with a focus on providing long-term resources for teachers.

During this reporting quarter a series of meetings and consultations were conducted between Creative reading specialists and International Youth Foundation (IYF) e-content specialists. A consensus was reached that in order to realign to Early Grade Reading (EGR), a new approach to e-content development should be taken. Hence, Creative and IYF together examined specific reading criteria for upcoming e-content development rounds, and determined short versus long-term deliverables related to reading, including development of storyboards based on EGR training and instruction digital tools. As a result, a week-by-week work plan for quarter 4 has been developed. This work plan is being revised based on new inputs from the reading instructional design consultant, and is being submitted to Creative for approval in October 2012,

along with a draft Quality Assurance plan which will formalize the process for e-content review process that will be critical to ensuring that e-content is fully aligned to TZ21 EGR strategy and also to IYF's timely delivery of e-content. Key differences from previous work plans include the addition of reading specialists and Kiswahili linguists, and the creation of storyboards with phonics-based learning strategies. IYF is also identifying consultants who will be required to assist in the new product development. During the months of July and August 2012, the e-content team also collected numerous local stories that could be adapted for use in EGR instruction materials development.

### ***Result 1.2: Enhanced Teacher Education and Training in Schools, TRCs/TCs and TTCs***

#### ***Provide Training to Teachers and Head Teachers on Using e-Content and ICTs in Classroom Teaching***

In collaboration with IYF, Microsoft, and Intel, TZ21 continued to finalize details of the e-content and basic digital literacy teacher training program, in the areas of content, on-going teacher support and monitoring. Consultations were held with TZ21 staff in Dar Es Salaam and respective regions to collect information about schools and teachers, analyze the findings and budget implications, and make recommendations for teacher training and guide development.

#### ***Kiswahili Teacher Training***

During the quarter, all Standard 1-4 Kiswahili teachers in Mtwara and Zanzibar (866 schools) were trained in methodology and strategies for improving and strengthening classroom teaching of early grade reading.

In Mtwara, District Training of Trainers (DTOTs) was conducted from July 4<sup>th</sup>-6<sup>th</sup>, 2012. The DTOT brought together government education officers, Ward Education Coordinators (WECs), TRC coordinators, inspectors, teacher training college tutors, and experienced teachers from all 6 districts in Mtwara region. Following the DTOT, the rollout teacher training was conducted in the respective district training centers.

National Trainers of Trainees			District Trainers of Trainees			Rollout Teacher Training		
Female	Male	Total	Female	Male	Total	Female	Male	Total
4	10	14	31	63	94	750	1097	1,847

In Zanzibar, the DTOT was conducted in Unguja and Pemba from July 16<sup>th</sup>–18<sup>th</sup>, 2012. In Unguja, the DTOT was held at Kiembesamaki Teacher Center (TC) while in Pemba, the DTOT took place at Michakaini TC. Participants came from other TCs and others were experienced teachers from selected schools. The subsequent roll out training to Kiswahili teachers was conducted from July 20<sup>th</sup> to 22<sup>nd</sup>, 2012.

National Trainers of Trainees			District Trainers of Trainees			Rollout Teacher Training		
Female	Male	Total	Female	Male	Total	Female	Male	Total
2	6	8	53	19	72	1,219	232	1,451

The training focused on Kiswahili reading instruction, aimed at providing teachers with knowledge (content and pedagogy) on the teaching of this subject basing on the five reading principles of the scaffolding approach. Specifically teachers were trained to: (i) identify the five components of reading; (ii) understand early reading teaching routines, (iii) differentiate letter sounds and letter names; (iii) differentiate phonemic awareness and phonics; (iv) use systematic and explicit instruction approach to deliver early reading lessons in classroom; and (v) integrate supplemental reading materials such as response cards, letters, word cards and text stories to teach reading.

The three day training was carried successfully in all training centers both in Zanzibar and Mtwara. By the end of training most teachers were able to:

- Rhyme and alliterate words in the sentence;
- Blend and segment sentences;
- Blend and segment syllables;
- Blend and segment phonemes;
- Manipulate first and ending sounds;
- Regenerate new words using first and ending sounds;
- Prepare lesson plans which integrated the “*I Do, We Do, You Do*” approach in teaching the 5 reading components.

During the training teachers acknowledged that lower grade teachers needed to be skilled and knowledgeable on how children learn reading across their respective age and levels. The following are some quotes from the participating teachers in Mtwara:

*“The training content was fantastic; I have learned new ways of teaching reading. I will apply this new teaching knowledge straight away so my pupils start enjoying reading.”* Teacher from Masasi district

*“The ‘I Do, We Do, and You Do’ approach has helped me learn how to make my sessions more effective and participatory.”* Teacher from Tandahimba district

*“I didn’t know new words could be generated simply by manipulating the first and last sounds”*  
Teacher from Mtwara Rural district

TZ21 plan to conduct follow up activities to ensure the effectiveness of the reading trainings, including:

- Performing quantitative and qualitative data quality assessments and verification of the trainings conducted by TOTs in preparation for the USAID Data Quality Assessment (DQA) activity to be conducted by the Tanzania Monitoring and Evaluation Management Services (TMEMs) in February/March 2013;
- Orienting and building capacity of selected reading trainers on TZ21’s M&E data collection tool and ensuring that data collection is carried out in schools;
- Documenting success stories and best practices about reading trainings.

The quantitative and qualitative data assessments, which aim at establishing the validity, integrity, precision and timeliness of the reading trainings, will inform decision-making at the different levels of TZ21 interventions.



### *Reading Training Manual Development*

In August 2012, Ms. Diane Prouty, a reading specialist from Creative Associates Washington, conducted a series of working sessions on reading with TZ21 staff and key stakeholders in Zanzibar and Dar es Salaam. A one day working session was organized on 13<sup>th</sup> August, 2012 in Zanzibar where 15 participants attended. Another working session was conducted on 15<sup>th</sup> August 2012 at in Dar es Salaam where 17 participants attended.



*TZ21 Chief of Party, Renuka Pillay (standing), introducing Ms. Diane Prouty (seated right) in Dar es Salaam*

The working sessions were a continuation of the work done in quarter 2 on the development of the TZ21 teacher training guide on systematic and explicit reading instruction based on phonics. The systematic and explicit reading instruction approach was adapted by TZ21 to enhance teachers' skills in teaching the five components of reading which are: phonemic awareness, phonics, fluency, vocabulary and comprehension. Another workshop is slated to take place in October, 2012 to conclude on the Reading Training Manual development. This workshop will bring together primary school classroom teachers, curriculum experts, school inspectors, teacher training college tutors, CBP, and TZ21 technical staff.

### ***Result 1.3: Increased Availability of Instructional Resources to Schools***

#### *Reading Materials Production*

In this quarter, TZ21 in collaboration with CBP, conducted 2 reviews of the selected supplementary reading materials (i.e. 4 titles, 2 big books and 2 conversation posters) which are now in the final stage of production. The first review was conducted on 17<sup>th</sup> August, 2012 and the other one was done on 4<sup>th</sup> September, 2012. The reviews aimed at ensuring that the publishers adhered to quality standards and that previous comments for improvement were incorporated. The materials have been submitted to MOEVT for final approval before printing and distribution to schools can commence. Similar reviews were also conducted in Zanzibar on 28<sup>th</sup> August and 12<sup>th</sup> September, 2012.

The reading materials reviewed are as follows:

	Science/Math Fiction	Publisher	Author
ZANZIBAR	1. Mfalme Ziro	Abantu Publishers	Ali M.Rashid
	2. Mfalme Ziro	Abantu Publishers	Ali M.Rashid
MTWARA	1. Walimu wa Ajabu (Science)	Aidan Publisher	Jackson Erick
	2. Miujiza ya Sifuri (Math)	Galaxy Publishers	Zakia Saleh

	Ordinary Story	Big Book	Publisher	Author
ZANZIBAR	1. Mjaka Mtoto Jasiri	Same title	Zanzibar Publisher Ltd.	Saumu A. Omar

	2. Makame na Ng'ombe Mkali	Same title	Zanzibar Publisher Ltd.	Salama S.Hamad
<b>MTWARA</b>	1. Kondoo na Kicheche	Same title	Mture Educational Publishers	Fadhili Chedieli
	2. Zawadi ya Joana	Same title	E&D Vision Publishing	Elieshi Lema

### *Reading Promotion and Library and Book Resource Management*

TZ21, in collaboration with CBP, prepared a reading promotion guide that will be used during teacher training on school library management and reading promotion in Mtwara and Zanzibar. Preparations also began for upcoming teacher training on: (i) establishment and management of reading clubs; (ii) management of reading competitions; (iii) classroom-based reading activities and; (iv) reading sessions.

### **Progress Reports on Indicators**

During Quarter 3 the following Performance Monitoring Plan (PMP) indicators were tracked for IR1.1.

**Table 1:** Indicator progress

Program Element	Indicator	Achievement				Remarks
			Current Qtr Actual	Cumulative Planned/Target	Cumulative Actual	
<b>IR1.1: Strengthened use of technology in primary schools, TRCs/TCs and TTCs</b>	# of teachers, educators trained with USG support (Disagg. a.M/b.F)-(Std Ind).	Zanzibar	4 M 5F <b>9T</b>  251 M 1,272 F <b>1,523 T</b>	<b>8,552</b>	<b>6,158</b>	Zanzibar trained 9 national EMIS data entry personnel  Kiswahili teachers' training from all schools in catchment in Zanzibar (248) and Mtwara (618).The raining was conducted by Trained District based trainers (DTOTs)
		Mtwara	1,160 M 781 F <b>1,941 T</b>			
<b>IR1.1: Strengthened use of technology in primary schools, TRCs/TCs and TTCs</b>	# Number of learners enrolled in USG supported primary school or equivalent non-school-based settings.(Std. Ind)	Zanzibar	69,054 M 67,565 F <b>136,619 T</b>	<b>200,000</b>	<b>280,576</b>	Students enrolled in Standards I-IV in catchment in Zanzibar (248) and Mtwara (618)

## **IR 2: Strengthened Policies, Information and Management**

### ***Result 2.1: Improve Education Planning and Management System***

### *Training of Local Trainers*

This quarter, 3 Master trainers from Agile Learning trained local trainers for responsibilities associated with the training of school level personnel on school EMIS. Agile Learning interviewed approximately 45 people to become local trainers, and selected 25. The trainees received hands-on training directly on the school EMIS solution to prepare for training head teachers, teachers and school personnel on the usage of the school EMIS solution

### *Testing and Quality Assurance of Various Inputs for EMIS*

During the quarter, testing and retesting of the school, district, and TC/TRC EMIS solutions for imaging, based upon the various hardware and other changes that were sent by Inveneo to Agile technical offshore team, was conducted.

Agile Learning re-confirmed that they would be responsible for the installation of the school EMIS on the TZ21 hardware, and that Agile would be responsible for the support of the school EMIS software on the installed TZ21 hardware.

Analysis of the different requests for additions to the school, district, TRC/TC, and regional EMIS as a result of reading literacy realignment was also carried out.

### ***Result 2.2: Increased District and Community Support to Schools***

TZ21 built upon the previous quarter's work which focused on (i) assessing school-level policy related challenges in implementing the TZ21, and (ii) building consensus with SMC and other education leaders to strengthen school level guidelines/procedures to integrate TZ21 in the existing management structures.

Follow on areas were discussed with government stakeholders from the Mainland and Zanzibar at the July work plan review sessions, including the development of procedures and guidelines incorporating IPs' input for:

- School-level preparations that need to be in place for installation of ICT equipment based on the different school categories (MLE vs. ELE);
- ICT use, management, maintenance, and security;
- Use of EMIS to enhance school planning and accountability;
- Implementation of e-content;
- Enhancement of the "3Rs" in relation to adequate implementation of the national curriculum
- Advocacy of a reading culture through multimedia and supplementary reading materials.

Implementation of the above proposed activities is expected to be undertaken in the next quarters of the 2012/13 implementation year. The activities crosscut the various TZ21 interventions and therefore, require substantial coordination and contribution from all the IPs. Importantly, the written procedures will help to: (i) provide operational guidance to the school level leaders in implementing the TZ21 program, and (ii) sustain the knowledge and practice on how to

undertake similar interventions elsewhere particularly in the area of ICT implementation at school and TRC/TC levels.

### ***Result 2.3 Strengthen Policy Support to MOEVs (Mainland and Zanzibar)***

#### *Zanzibar ICT Policy:*

A follow up workshop to the March 2012 ICT policy stakeholder's workshop was held on 20<sup>th</sup> September 2012 to further support the MOEVT in finalizing its ICT education policy. TZ21 worked with Education Impact to prepare and produce the final "ICT Education Policy" documents for Zanzibar.

The workshop was attended by over 20 people representing a range of public, private, and civil society organizations many of whom were present at the previous workshop held in March. While many suggestions of how to strengthen the current version of the document were offered, there was unanimous agreement that the current version of the ICT policy document was an improvement over all previous versions.

The completion of the "ICT Policy for Education" document for submission to the government was a major accomplishment in this quarter for TZ21. The document was developed in a collaborative manner with feedback from donors, government stakeholders, TZ21 technical staff, and Education Impact. Further, the document has been cited by some stakeholders as a possible template for use by other government agencies seeking to develop similar policies for other sectors. Indeed, it was suggested by one participant, a former senior manager in the MOEVT who is now working in another government ministry, that the structure and format of the current "ICT Policy for Education" document should and may be adopted for ICT policy documents in all ministries in Zanzibar.

The ICT policy document will be submitted to the government by the end of the year with the backing of a broad group of stakeholders. The MOEVT intends to submit the document to the Cabinet for endorsement. Once approved, the MOEVT plans to undertake another activity in collaboration with its partners, including TZ21 and Education Impact, to prepare a long-term framework for policy implementation.

#### *Consultative Dialogue Process with other Partners*

TZ21 continued to participate in Joint Government/Education Development Partners Group monthly sector meetings. During this reporting period, joint activities have included participation and provision of technical inputs during the dissemination process of the PEDP II Evaluation and preparation and participation in the Annual Education Sector Review (ESR) in the Mainland.

The Mainland ESR was conducted for three days from 25<sup>th</sup>-27<sup>th</sup> September, 2012. Various discussions relevant to TZ21 interventions were discussed during the ESR, including the need to concretely plan and implement national level activities leading to the strengthening of the "3Rs," strengthening of teachers' professional development, enhancement of the public private partnerships, etc. TZ21 participation in the dialogue processes ensures that the program is better



aligned to other national education interventions. TZ21 has also been participating in the dialogue process in Zanzibar as the Annual ESR for Zanzibar is scheduled to take place in quarter 4.

## 4.0 Cross-Cutting Issues

### 4.1. Public Private Partnerships

TZ21 continued developing and maintaining positive working relationships with private companies, including GDA partners: Microsoft, Intel, Cisco, Zantel, and UhuruOne. UhuruOne and Zantel continued to install internet in Mtwara and Zanzibar schools per the arrangement in their sub-agreements. A MOU was signed between Intel and Creative to formalize the partnership between the two companies in TZ21. All GDA partners have been engaged regarding their participation in relevant upcoming project activities, including digital literacy training and involvement in the coordination of the Big Buy rollout timelines.

### 4.2. Annual Work Plan Review

In July 2012, TZ21 began the process of reviewing the current annual work plan and planning for the upcoming period of performance. The review process began with a series of consultative meetings held in Mtwara, Zanzibar, and finally in Dar es Salaam. The review meetings involved TZ21 staff, Creative Headquarters staff, Implementing Partners (IPs), Global Development Alliance Partners (GDAs), government counterparts, and the USAID-Tanzania Education Team.

TZ21 held sessions with the IPs in Dar from July 18<sup>th</sup>-20<sup>th</sup> to have updates on the current status, accomplishments, and discuss pending issues related to ICT issues, namely school identification numbers, imaging (preparation and process), installation, and developing a support plan. IPs in attendance included Inveneo, Agile Learning, Microsoft, UhuruOne, Children's Book Project (CBP), and Education Impact. The latter two IPs joined on the final day to provide updates on non-ICT issues. As a result of the IPs' session, the draft matrices were updated and consolidated in preparation for the regional work plan sessions.

In Zanzibar, the work plan review was held from July 23<sup>rd</sup>-24<sup>th</sup> and involved TZ21 project staff (Creative HQ, Dar, and Zanzibar), Directors from MOEVT, TC Coordinators, DEOs, selected head teachers, and members of SMCs representing Unguja and Pemba islands. These participants were selected to ensure ownership of the review process and consensus building for the way forward. Inputs from all participants were incorporated into the planned activities for the coming year. The total participants in Zanzibar were:

<b>Participants: Zanzibar Annual Work Plan Review Meeting</b>		
Female	Male	Total
<b>24</b>	<b>32</b>	<b>56</b>

In Mtwara the work plan review was held from July 26<sup>th</sup>-27<sup>th</sup> and was opened by the Regional Commissioner for Mtwara (Ret) Lt. Col. J.L. Simbakalia and chaired by Mr. H. Kipenya, the Regional Education Officers (REO). In attendance were all 6 District Education Officers

(DEOs); all 6 district focal points; TZ21 project staff (Creative HQ, Dar, and Mtwara); and representatives from the district academic offices, district inspectorate department, TRC coordinators, head teachers, teachers, and members of the School Management Committees (SMCs). The total participants in Mtwara were:

<b>Participants: Mtwara Annual Work Plan Review Meeting</b>		
Female	Male	Total
<b>22</b>	<b>71</b>	<b>93</b>

The final work plan session was held in Dar es Salaam from July 30<sup>th</sup> -31<sup>st</sup>, 2012 and included participants from both project sites, Mtwara and Zanzibar. The participants included: TZ21 staff (13), IPs (4), USAID (1), Zanzibar MOEVT (7), PMORALG (2), Mtwara REO Office (3), TIE (1), NECTA (1) and Creative Washington (1). Six invited participants from MOEVT Mainland did not turn up. All sessions were successfully accomplished and the first draft of the work plan was completed. The TZ21 Dar es Salaam office submitted the compiled work plan to Creative Washington for review and endorsement before submission to USAID for final review and approval. However, given the process of realigning the project to focus on reading, the final version of the annual work plan has not yet been submitted. It has been decided that a three month work plan will be submitted so as not to delay the work plan process. A final version of the annual work plan will be submitted shortly thereafter. Once all these steps have been accomplished, and the final annual work plan is approved by USAID, TZ21 will share the document with project stakeholders for implementation.

## **5.0 Stakeholder Participation/ Involvement**

### **5.1 Government at Different Levels**

As mentioned in the previous section, during the annual work plan review in Zanzibar, Mtwara and Dar es Salaam, different government officials representing all levels from the school to national, actively participated in the process.

In particular, TZ21 has benefited from the level of cooperation shown by Mtwara Regional Commissioner (RC), Hon. Joseph Simbakalia. The RC was involved with TZ21 during the Mtwara project launch in June 2012 (Q2), the TZ21 annual work plan review meeting, and follow up meetings with TZ21's COP to learn about TZ21 interventions and the educational benefits the project is bringing to Mtwara Region.

The following is an extract from the RC's official opening remarks at the annual work plan review meeting:

*“Dear chairperson, I have been told that the objective of this meeting today is to collaboratively discuss the proposal for the TZ21 implementation plan for the year 2012/2013. It is important for any institution to have its own implementation plan for the sustainability of that institution, so this plan is the vision that shows which tasks and activities are to be accomplished in a particular time period. Please use these two days to plan issues that will push forward educational development in our region.*

*Dear chairperson, I have been told that the objective of this meeting today is to collaboratively discuss the proposal. This conference is comprised of several experts in different communities coming from various departments such as education, economics, community development, etc. Council Directors -- your presence is noted so please make sure that plan is benefiting our children. The TZ21 program deals with four subject— Kiswahili, English, Mathematics and Science for STD I – IV together with teacher professional development so it is clear that the plan you are going to prepare will focus on those areas.*

*Dear chairperson, I am told that many teacher training sessions, especially those with computer related applications, will be conducted in our TRCs but to what extent are our TRCs able to host these trainings? I am well informed that many of our TRCs among the 27 in our region are not in good condition to accommodate these trainings, and even worse some of the TRCs in some Councils have no buildings. So I order the Council Directors in those Councils to make sure that the TRC structures are built and are ready to be used.”*



Mtwara Regional Commissioner Hon. Joseph Simbakalia officiating the Annual Review meeting on July 26<sup>th</sup>, 2012

Following the annual work plan session, the RC convened a number of follow up meetings. On 4<sup>th</sup> August, 2012, TZ21’s Chief of Party (COP) presented the program’s progress to the Mtwara Region senior leadership. The meeting was chaired by the RC and attended by the Regional Administrative Secretary, Regional Development and Planning Officer, Regional Police Officer, Regional Education Officers, Regional Security Officer, District Commissioners, Mayor of Mtwara Municipal, District Planning and Logistics Officers, and District Administrative Secretaries.

In addition to highlighting TZ21’s work in reading, supplemental readers, student assessment, EMIS at all levels, the COP also discussed the importance of regional authorities in advocating for MLE/ELE school and TRC readiness, the necessity of security for the ICT equipment, and the importance of community participation throughout these processes.

### **Success Story**

Following this meeting, the RC directed all District Executive Directors to ensure that all TRCs located in their districts were rehabilitated and/or constructed and prepared to receive and secure fixed computer labs for the professional development of teachers. As a result, almost all the TRCs in Mtwara are in different stages of construction and/or rehabilitation.

The District Council of Nanyumbu has approved a total of Tsh. 97 million to construct 5 TRCs at Nandete, Nanyumbu, Mangaka, Mikangaula and Michiga. The DED has instructed the contractor to complete the TRCs by the end of September 2012.

Masasi District Council has 6 TRCs but only 3 TRCs have complete buildings. The District Council has allocated Tsh. 57 million to complete TRC buildings at Lukuledi, Luagala, and Mwitika. Construction in all sites has started.



*Mangaka TRC, Nanyumbu*



*Mikangaula TRC, Nanyumbu*



*Lukuledi TRC, Masasi*

## 5.2 Other stakeholders

During this quarter, Mtwara communities around TRCs demonstrated good collaboration in building new TRCs in Masasi, Newala and Tandahimba Districts. Community members were responsible for collecting water, building stones, and sand. In addition, during the school readiness survey exercise, school head teachers, assistant head teachers, SMC members, TRC coordinators, and teachers were cooperative respondents.

In Zanzibar, the school readiness survey exercise was successfully completed in collaboration with all ten DEOs who directly communicated and mobilized school head teachers and SMC members prior to the start of the exercise. Overall, most of the schools and all TCs have done their best to ensure that they meet criteria for ICT equipment installations.



*A head teacher (third on right) with some SMC members, demonstrating school readiness with some ICT installation pre-requisites (i.e. charcoal, salt, axe, hoe, and, ladder) in Zanzibar.*

## 6.0 Project Operations, Management, and Staffing

### 6.1 Project Leadership and Management

Ms. Jane Casewit, TZ21's Project Director, visited the program for the first time in July and attended the annual work plan review meetings which took place in Zanzibar, Mtwara and Dar es Salaam. Jane had an opportunity to become familiar and learn about TZ21 interventions on the ground and interact with government stakeholders both from Zanzibar and Tanzania Mainland.

Ms. Hollyn Hammond was hired as a Project Associate for TZ21, based in Creative's Washington DC office.

### 6.2. TZ21 Staffing

Due to the growing personnel needs of TZ21, a round of advertising and interviewing was carried out for the following positions: Grants Coordinator (Mtwara and Zanzibar); Program



Support Officers (Mtwara and Zanzibar); Administrative Assistant (Dar es Salaam); Procurement & ICT Officer (Dar es Salaam); Office Attendant (Mtwara).

The following is the new staff who joined TZ21 this quarter:

Staff Name	Date hired	Position	Location
1. Sara Mwakibete	10 <sup>th</sup> Sept.	Office Administrator	Dar es Salaam

Names and details of the other staff members will be reported in the quarter 4 report as their starting date was 1st October 2012.

IYF received approval from the Tanzanian Institute of Education (TIE) for e-curriculum specialist, Adrehem Kayombo, to extend his employment with the TZ21 e-curriculum team. However, e-curriculum specialist Ignas Chrisant's request to extend his period of work on TZ21 was not approved due to his department's depletion of staff as a result of retiring employees. His final day with TZ21 was 28<sup>th</sup> August, 2012.

### 6.3 ICT Equipment Procurement

#### *Big Buy*

As of July 19, Creative finalized the school list to include 866 school sites, 248 in Zanzibar and 618 in Mtwara, plus the district and regional offices. The final specification for equipment purchase, including the Meraki and Unifi devices for centrally managed content filtering, was delivered to Creative on July 21, 2012 completing the equipment purchase under the Big Buy.

Equipment was ordered and is in route to Tanzania with imaging and installation scheduled to take place next quarter.

### 6.4 Project Manuals

Work continued on Creative's *Field Grants Management* and *Cost Share* manuals. Final versions will be ready for the issuance and management of grants related to infrastructure (TRCs/TCs and schools), reading kits, challenge grants, and award/incentive grants.

## 7.0 Project M&E

#### *PMP Development*

TZ21 has completed its first annual and planning and implementation cycle (July 2011 to September 2012). The PMP submitted to USAID in May 2012 is still awaiting approval. With the current project realignment, likely revised scope of work for TZ21 core activities and IPs interventions, and the new annual work plan for October 2012 – September 2013, a revised PMP is inevitable. TZ21 is working to harmonize all these important project documents.

#### *Field Data Collection*

During this quarter, data was updated on all project sites. TZ21 has information for all schools in Zanzibar (248) and Mtwara (618), including: district, school name, ward, TRC/TC, village, head teacher's name, phone number, and email address for those who have. Additional data was collected on enrollment, number of teachers, streams, number of rooms etc.

#### *Data Quality Assessment (DQA)*

On 21<sup>st</sup> September, 2012, the TZ21 M&E Advisor attended a regional orientation session organized by TMEMS on DQAs. The orientation session was held to assist USAID IPs to be better prepared for DQA missions. The session was facilitated by Ms. Sarah Robin, the former Chief of Party of Uganda MEMS, who is currently the Regional Technical Advisor. The session was attended by IPs from Dar es Salaam and nearby regions.

The key components covered in the session were ensuring data validity, reliability, timeliness, precision, and integrity. IPs who received poor DQAs are expected to work on the recommendations to improve their future DQA. Participants benefitted from the practical exercise of posing proper questions on the above DQA components when conducting DQAs in the field.

#### **Pupils' Assessment Baseline**

STS finalized its baseline report in August 2012. The baseline report includes a Kiswahili translation of the introduction and results section. The report has been submitted to TZ21 for further dissemination to key stakeholders in MOEVTs.

With the current ongoing realignment and implementation of e-content activities in the schools, it has been decided that STS will not perform its first follow-up assessment in October 2012 as originally planned. A new schedule for the implementation of student achievement assessment has been established as follows:

- 1) Baseline: February 2012 (completed),
- 2) Midline: October 2013,
- 3) Endline: October 2014.

## **8.0 Challenges and Constraints**

A current challenge which TZ21 is addressing is the realignment of the program's interventions to focus on the 3 "Rs," (reading, writing and arithmetic), particularly focusing on early grade reading competencies. The need to focus on reading coincides with USAID's education strategy to have 15 million children reading by 2015. Because of the TZ21 realignment process to address the reading aspect, a number of documents such as the TZ21 project description, new Scopes of Work for IPs, and the annual work plan have to be reviewed to reflect the current trends for effective implementation and monitoring. The process of reviewing, consensus reaching among the IPs and receiving the necessary approvals is ongoing.

## **9.0 Planned Activities for Quarter 4, 2012**

### **9.1 IR1: Strengthen Professional Development and Resource Support to Schools, TRCs/TCs and TTCs.**

#### ***IR 1.1: Strengthened the Use of Technology in Primary Schools, and TRCs/TCs***

- Continued support in ICT solution design;
- Setup of UniFi Controller;
- Imaging and installation;
- Development of new EGR e-content strategy.

#### ***IR 1.2: Enhanced Teacher Education and Training for Schools, TRCs/TCs and TTCs***

- Finalize Reading Manual development for Std I & II;
- Training Kiswahili Teachers in Std I & II;
- Printing teaching reading promotion guide;
- Printing school library management guide;
- Training teachers on school library management and reading promotion;

#### ***IR 1.3 Increased Availability of Instructional Resources to Schools***

- Printing of the 8 titles for Mtwara and Zanzibar;
- Printing of the 4 Big Books for Mtwara and Zanzibar;
- Printing of the 2 conversation posters for Mtwara and Zanzibar;
- Distribution books and posters to schools in Mtwara and Zanzibar.

### **9.2. IR2: Strengthened Policies, Information and Management**

#### ***IR 2.1 Improved Education Planning and Management System***

- Continued training of 24 Agile Learning local trainers on the school EMIS in preparation of their training responsibilities to school personnel on the school EMIS for Zanzibar and Mtwara;
- Awareness raising at schools on the school EMIS, and TRC/TC personnel on the TRC/TC EMIS;
- Coordination of school, TRC/TC, district, and regional EMIS installation.

#### ***IR 2.2 Increased Districts & Community Support to Schools***

- Follow up on SMC training;
- Follow up on school and TRC/TC readiness to receive ICT equipment;
- Provide support to districts in the renovation/construction of TRCs/TCs.

#### ***IR 2.3 Strengthened Policy Support to MOEVs (Mainland and Zanzibar)***

- Follow up on the ICT Policy work in Zanzibar;
- Development of an advocacy campaign for reading and the “3Rs.”

### **9.4 M&E**

- Finalize the TZ21 2012/2013 annual work plan;
- Review PMP and submit annual targets for 2012/2013;

- Follow up on DQA recommendations in Zanzibar and Mtwara;
- Perform DQAs for SMC and Reading Trainings in Zanzibar and Mtwara.

### **9.5 Student Learning Assessment**

- Continue work on Mixed Methods research proposal.